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ABSTRACT

A faculty member involved with the Higher Education for Learning Disabled Students (HELDS) project describes ways in which an English grammar course was modified to accommodate LD students. The course, designed to compensate for students' inadequacies in grammar, is described in terms of four phases: (1) the introductory period (in which LD students are asked to identify themselves), (2) functions of the parts of speech, (3) the complex sentence, and (4) morphology. Teaching strategies discussed include continual reinforcement of terms, daily written exercises, sentence diagramming, extra instruction, use of pre-tests on material to prepare for evaluations, and provision of additional time to finish tests. The author concludes with personal insights into his benefits from the project, as well as concerns over such issues as the ambiguity of LD criteria. Appendixes include a list of grammar terms and illustrations of sentence diagramming. (CL)

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LET ME TRY TO MAKE IT CLEARER

Alternative Techniques for Teaching Traditional English Grammar to Learning Disabled Students in the University

by
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HELDS Project
(Higher Education for
Learning Disabled Students)

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THE HELDS PROJECT AT CENTRAL WASHINGTON UNIVERSITY

The acronym HELDS stands for Higher Education for Learning Disabled Students. It represents a model program funded for three years (1980-1983) by the Fund for the Improvement of Post Secondary Education (FIPSE), a division of the Department of Education. This project was funded as a model for other colleges and universities that are preparing to provide equal academic access for the learning disabled students.

Project HELDS had three major focuses. The first was to provide such access for the learning disabled student under Section 504 of the Rehabilitation Act of 1973. This we did for learning disabled students, most of whom were admitted without modified requirements to Central Washington University. These students were not provided remedial classes. They were enrolled in classes with other college students. The help that we gave was habilitative, rather than remedial, teaching them how to compensate for their weaknesses.

The habilitative training began with identification of those who were learning disabled and included, but was not limited to, such support services as taped textbooks (provided through the services of our Handicapped Student Services Coordinator), readers, writers for tests, extended time for tests, pre-registration with advising to ensure a balanced schedule, the teaching of study skills and tutoring by tutors from the campus-wide tutoring program who were especially trained to tutor learning disabled students.

The second focus of the project was to give a core of twenty faculty teaching classes in the basic and breadth areas a sensitivity to the characteristics of students who were learning disabled so that they could modify their teaching techniques to include the use of more than one modality. This ensured an academic environment conducive to learning for the LD. The faculty members participated in monthly sessions which featured experts in the field of learning disabilities, and in the area of the law (Section 504) that deals with the handicapped student and higher education. There were several sessions in which Central Washington University graduates and currently enrolled LD students shared their viewpoints and experiences with the faculty members. As a result of this some faculty members used the students as resource people in developing curricula for their various disciplines published in this series.

The third focus of the project was to make the university community aware of the characteristics of learning disabilities and of the program at Central. It also sought to encourage other colleges and universities to initiate such programs.

WHAT IS A LEARNING DISABLED STUDENT?

People with learning disabilities have handicaps that are invisible. Their disability is made up of multiple symptoms that have been with them since childhood. Many of them have been described as "dyslexics," but if they are categorized as dyslexic, this will be only one of their many symptoms, as a sore throat is only one of the many symptoms of a cold.

Three concise descriptions of the learning disabled children are provided in Hallahan and Kauffman:

"The National Advisory Committee on Handicapped Children (1968) proposed the following definition, which was adopted by the 91st Congress:

> Children with special disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantage.

Task Force II of a national project (Minimal Brain Dysfunction in Children: Educational, Medical and Health Related Services, Phase Two of a Three-Phase Project, 1969) wrote the following two definitions:

> Children with learning disabilities are those (1) who have educationally significant discrepancies among their sensory-motor, perceptual, cognitive, academic, or related developmental levels which interfere with the performance of educational tasks; (2) who may or may not show demonstrable deviation in central nervous system functioning; and (3) whose disabilities are not secondary to general mental retardation, sensory deprivation or serious emotional disturbance.
>
> Children with learning disabilities are those (1) who manifest an educationally significant discrepancy between estimated academic potential and actual level of academic potential and actual level of academic functioning as related to dysfunctioning in the learning process; (2) who may or may not show

demonstrable deviation in central nervous system functioning; and (3) whose disabilities are not secondary to general mental retardation, cultural, sensory and/or educational deprivation or environmentally produced serious emotional disturbance.[1]

Although the preceding definitions are concerned with children, the President's Committee on Employment of the Handicapped, in their booklet *Learning Disability: Not just a Problem Children Outgrow*, discusses LD adults who have the same symptoms they had as children. The Department of Education (Reference Hallahan & Kauffman) says that two to three percent of the total public school population are identified as learning disabled and that there are over fifteen million unidentified LD adults in the United States, acknowledging, of course, that people with this problem are not restricted to the United States but are found all over the world.

We know that many learning disabled persons have average or above average intelligence and we know that many of these are gifted. In their company are such famous gifted people as Nelson Rockefeller, Albert Einstein, Leonardo da Vinci, Thomas Edison, Hans Christian Anderson, Auguste Rodin, William Butler Yeats, and Gustave Flaubert.

The causes of learning disabilities are not known, but in our project each of our identified learning disabled students shows either an unusual pregnancy (trauma at birth, such as delayed delivery, prolonged or difficult delivery) or premature birth. They oftentimes have a genetic family history of similar learning disability problems.

An exerpt from my *Criterion and Behavioral Checklist for Adults With Specific Learning Disabilities* has been included as Appendix A.

/s/ MCS
6 June 1982
Ellensburg, Washington

[1]Daniel P. Hallahan and James M. Kauffman *Exceptional Children* (Englewood Cliffs, New Jersey: Prentice-Hall, 1978), pp. 121-122.

I. INTRODUCTION

None of us knew clearly what we were in for when the HELDS project started for sensitizing faculty to the characteristics of the learning disabled.* But it soon became apparent that the normally intelligent student who must compensate for a mysterious learning disability did indeed exist, that we were not talking about mental retardation, or about the various visible physical handicaps having to do with sight, speech, coordination, or hearing. We were talking about normally intelligent students who were mysteriously impaired in the way they received information through language; in the way, and the rate at which, they perceived words, or wrote words, or perceived and wrote figures, and so on. Some of us had to be convinced that we were not talking about some newfangled rationalization of laziness or inadequate motivation or cultural deprivation (which is indeed a complicating influence for some LDs), or even of a further lowering of already depressed college standards. We found, in fact, that we were to discover our own ways to maintain classroom standards and still make our material more available to the two to three percent of students who could handle our courses very well if they were provided with alternative teaching techniques.

We soon recognized that often enough we had already incorporated into our classroom presentations techniques particularly useful to many LD students: such desireable practices as explicating all handouts orally; or clear initial announcement of topics to be covered followed by end-of-the-period review of the day's material, and so on. Some of us also learned that from the LD students' point of view (and by extension that of *all* students), we were pretty sloppy performers on occasion. And to some of us it seemed unfair, or unwarranted, favoritism to allow some students more time to take their tests and (particularly) to allow some students to take their tests orally. And so on.

It is the purpose of these booklets to share some of this information and this sensitizing with other colleagues on our own campus and on others. Each of us speaks for a particular discipline and about our own experiences teaching a particular course oriented toward the learning disabled. We all hope this experience may prove useful to other teachers. We all would be pleased to hear from colleagues who happen to come across our booklets. For we are rank beginners and would welcome comments and suggestions from others interested in the same problems.

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* See Appendix for checklist of learning disabilities

II. WHY THE ENGLISH GRAMMAR COURSE?

I submitted the course I was teaching when our HELDS program began. This was an upper division course in traditional English grammar. If I had known more of what we were in for, I would probably have selected an undergraduate literature course, perhaps an Introduction to Literature, because it would have involved the students with several literary genres, particularly poetry. For the real challenge to the English Department, as I indicate later, probably lies there, in finding new ways to open literature to the learning disabled student. But I had good reasons for using the English grammar course. It offered a clear, orderly progression from the elementary to the complex. It deliberately engaged all students in daily classroom activities. No student could avoid individual and group participation. And it immediately struck me that, speaking of "alternative modalities," the practice of analyzing sentences mentally, then orally, then turning to the visual, graphic, in fact, tactile diagram was ready-made for the HELDS experiment.

One of the corollary virtues of this project is the opportunity it provides to share with colleagues a course that we all teach. For this reason, I go into some detail to describe the course before I get into my experiences in teaching it with the learning disabled in mind.

III. THE SYLLABUS FOR THE ENGLISH GRAMMAR COURSE

Since the majority of our English-Education majors have little or no instruction in English grammar (often not since seventh grade), this course has recently been designed to compensate for this deficiency and is described as follows:

> English 320, English Grammar, is a thorough survey-review of the concepts and terminology (Appendix B) of so-called "traditional grammar," the parts of speech and their function in the sentence, the elements of the sentence and the various sentence patterns.
>
> The course provides daily supervised practice in identifying and defining sentence elements, their relationships and functions.
>
> The course stresses analysis of the written, edited sentence. It introduces students to several systems for diagramming sentences in order to objectify functions and relationships. Mastery of the Reed-Kellogg system is required.
>
> The course consists of lectures, daily homework, and much in-class analysis of sentences. Regular quizzes are used to monitor and to reinforce progress, and there is a comprehensive final examination.

Limited research projects and reports are required of graduate students, but not of undergraduates. No term paper is required of undergraduates.

Although this course is not a survey of existing grammars of English, it does present traditional grammar in its historical context. Ongoing comparisons and contrasts with twentieth century structural and transformational systems are a part of the course. A serious effort is made to separate traditional grammar from the onus of prescriptivism and its long association with "correct" English.

Traditional grammar is historically associated more with written than with spoken English. Consequently, the course stresses syntax and morphology. Although it does not ignore phonology, it leaves more formal considerations of sound formation and intonation patterns, for example,to other courses in linguistics and modern scientific grammatical analysis, for which this course may be considered preparation.

PHASE I. THE INTRODUCTORY PERIOD.

I introduce the course with a careful explication of the course description, which is handed to each student at the first meeting. This one-sheet course description is available prior to registration to interested students within the English Department area, and it is available at Registration. I make this initial explanation with possible LD students in mind, but it is necessary for all students. They should know as exactly as possible what the course will cover and will not cover, how it will be taught, and what their responsibilities will be.

In addition to the course description, I am now adding the following statement addressed directly to the LD student:

> If you know you have an officially recognized learning disability, or if you suspect you have one, it is your reponsibility to identify yourself and your disability at the start of the quarter. Course standards should not and will not be lowered for the learning disabled, but your instructor will inform you of the various kinds of assistance that are available to you. The learning disability coordinator can provide professional help in analyzing your problems. There are classes and tutoring services and taped texts to assist you in coping. CWU is one of a very few universities with the personnel, the facilities, and the desire to assist learning disabled students to realize their highest potential.

I go over this statement in some detail, addressing myself to the whole class for the specific purpose of broadening their awareness of these problems among their peers and of the university's facilities.

The course proper begins formally with a lecture on the evolution of English grammar and its grammars. About a week and half is devoted to introducing the basic terminology, in following, modifying, and amplifying the opening chapter of the text.* Major concerns during this period are as follows:

Defining "grammar" and explaining those elements of the definition most relevant to this course: morphology and syntax.

Defining the sentence, examining the major definitions, and discussing the difficulties of reaching a comprehensive definition.

Rapid preliminary defining of traditional parts of speech, reviewing modern efforts to systematize them.

Defining and illustrating basic sentence elements: subject and predicate; clause and phrase; the principle of modification; main and subordinate clauses. [Exercises]

Distinguishing basic sentence patterns and grammatical and rhetorical sentence types. [Exercises]

A lecture reviewing and outlining the elements of traditional grammar: essentially the materials of the course.

TEST I**

PHASE II. FUNCTIONS OF THE PARTS OF SPEECH.

The next phase of the course is a survey-review of the functions of the parts of speech within the sentence, with the verb receiving major attention, as follows:

1. Functions of the noun and pronoun [Exercises]
2. Functions of the verb:
   a. notional and auxiliary verbs "
   b. finite and non-finite verbs "
   c. transitive and intransitive verbs "
   d. active and passive verbs "
   e. linking verbs "

*R.W. Pence and D.W. Emery, *A Grammar of Present-Day English*. Macmillan, 1963.

**A sequence of sample tests may be found in Appendix E.

f. complements of transitive verbs (direct and indirect objects; objective complements) [Exercises]

g .complements of intransitive verbs "

3. Functions of the non-finite verb forms (the verbals):
   a. The participle defined; its functions [Exercises]
   b. The gerund defined; its functions "
   c. The infinitive defined; its functions "

TEST II

(The introduction of sentence diagramming begins during this phase of the course. Most traditional texts provide a version, more or less comprehensive, of the Reed-Kellogg base and modifier principle. I use a two-sheet summary of its elements to introduce the system (Appendix D-1) and from then on the students begin to familiarize themselves with and make daily use of the more extensive version provided in the text.)

4. Functions of the adjective (attributive, appositive, predicate: coordinate and accumulative; phrase and clause) [Exercise]
5. Functions of the adverb (relative, correlative, transitional; phrase and clause) [Exercise]
6. Functions of the prepositional phrase [Exercise]
7. Functions of the conjunction (coordinating, subordinating, correlative) [Exercise]

TEST III

The consideration of the subordinating conjunctions and the relative adverb initiates the move to the grammar of the complex sentence, the principle of subordination and the functioning connectives, or relatives.

PHASE III. THE COMPLEX SENTENCE

The third major phase begins with a formal discussion of the grammar and the rhetoric of the complex sentence. Much time and many exercises are devoted to the functional connectives: the relative pronouns, adjectives and adverbs. Most of the remainder of the quarter is given to analysis of the clause structure of the complex sentence, as follows:

1. The noun clause (the subordinating conjunction; the indefinite relative pronoun, adjective and adverb) [Exercise]
2. The adjective clause (the definite relative pronoun, adjective and adverb) [Exercise]
3. The adverb clause (the subordinating conjunction, the indefinite relative adverb, correlative adverb pairs) [Exercise]

TEST IV

PHASE IV. MORPHOLOGY

Usually, at this time in the quarter about one week, or only a little more, remains for rapid consideration of such "formal," or morphological, matters as the following, an admittedly ruthless selection:

1. Types and properties of the noun (common, proper; gender, number, etc.)
2. The personal pronoun; its historical forms, its persistence.
3. Conjugation of verbs; principal parts of verbs; mood; voice; strong and weak verbs, etc.
4. Comparison of adjectives and adverbs.

FINAL EXAMINATION

The final examination is comprehensive, but it stresses analysis and diagramming of the complex sentence.

IV. TEACHING STRATEGIES

This section spells out features of the course that I consider helpful to both learning disabled students and non-learning-disabled students. The sensitizing to the problems of LD students that I developed in our HELDS seminars has shown me that I was already using some desireable techniques (a gratifying discovery) in the classroom and out. I say "out" because I have regularly devoted considerable time beyond the class room to private consultation with students, and more recently with those for whom English is a second language. But my new awareness of these devices has already enabled me to begin utilizing them more deliberately and more consistently. One effect it has had on me is to sensitize me to how I am coming across on any particular point to the students, to how I would hear and see myself as a note-taking, involved student. This new found self-consciousness has, I think, considerably sharpened my performmance in general. I have begun to feel like I am being video taped every time I enter the classroom. I recommend that feeling.

(1) Particularly in this grammar course, all terms and concepts, once introduced, are used constantly thereafter. This has always been a characteristic of the course, an aspect of the inevitable progression that is built into it. What it means for the students, of course, is daily reinforcement through constant use, of terms and concepts in both oral and written exercises. One of the characteristics of the LD student that all students share to some degree is a need for reinforcement. And they certainly get that in this class.

(2) This reinforcement is the by-product of exercises assigned daily which the student works out over night. Naturally, some students keep up more easily and more regularly than others. These daily exercises are extensive. They are provided by the text that I regularly use for the course. They consist of sentences lifted from a wide variety of published material. They are to be analyzed (diagrammed) for whatever feature is being studied at the moment. No fewer than fifteen to twenty of these sentences are assigned daily.

(3) I ask the students to keep a notebook of these diagrammed sentences. This means that they are likely to have already worked problems they may be asked to solve at the board that day. The more they work out for themselves, then, the better. In any event, those who are keeping up are able to check their work daily, either at the board or at their seats.

(4) After the introduction of sentence diagramming, there is much classroom work at the boards for each student. Each receives daily evaluation by the instructor, and gradually by class members. Very shortly after board work begins, the students usually begin to help one another. I encourage them to form small groups for mutual instruction and assistance. I deliberately seek to establish an atmosphere of comfortable informality and kindly criticism. No error is, or can be, overlooked. No achievement is unacknowledged. Usually there are one or two students who discover that they have excellent control of the material. These students regularly become classroom assistants for me, and sources of insight and fresh perception for me when I stumble.

(5) This board work consists of visual diagramming and of oral analysis of randomly assigned sentences. Students who have already analyzed the assigned sentences have only to copy it from their notebooks. A student who has not, must work out the analysis at the board. I believe that this feature of the course is inherently instructive for all students. But I have come to believe that it is one of the best things I can do for the learning disabled student. After all, the principle of "alternative modalities" is clearly its primary feature. A student begins with a visual experience of an English sentence, analyzes its components and all its relationships mentally, then objectifies them within a visual diagram, and often has to make an oral explanation of the visualized relationships. Thus a pattern of transfers from one experience to another occurs — from visual to mental, to graphic, to oral.

(6) But my beautiful theory is not always effective in practice. There are always a few students who, for example, simply cannot recognize the prepositional phrase, let alone sense how it is functioning. For these languishing students, some of whom will be LD students, I often provide at least one extra hour of class instruction each week. I work directly with them, trying to help them see relationships and utilize the diagramming system for themselves to objectify relationships.

(7) Occasionally, I have enough recent "graduates" of the class still around to set up tutoring sessions, sometimes for the going tutoring rate, sometimes for free. Non-native speakers especially find these services very useful. I suspect that some good teaching takes place in these small tutoring sessions. Some LD students are put at ease in the presence of a competent student of their own age.

(8) At one time, I considered making slides of diagrams illustrating particular sentence features or problems, but I have thought better of it. The students I discussed it with also rejected the idea in favor of the present system. I have decided that the creative "busyness" of a group going to and from the board to solve assigned problems is preferable. It is definitely the more tactile, more involving, ultimately the more creative strategy. And I feel that my practice of constantly taking specific problems, often submitted by students, to the board and working them out spontaneously is more beneficial to all students, whatever their level of competence.

(9) About the diagramming. I subscribe more to the principle than to any particular diagramming system. I believe that any such system, probably, would serve my purpose, which is to provide some way of objectifying functions and relationships within the sentence. It just has to be a *system*, whatever its inadequacies; and they all have them. The diagrams are, for the LD student particularly, an alternative form of analysis, one that is visual and tactile. For some, of course, the very system of horizontal and slanted and raised lines is a problem. So far I am not aware of any student actually unable to construct a diagram; but I suspect that some of the remarkably "sloppy" diagrams I have seen were the desperate efforts of unacknowledged LD students. But even for those, my use of the diagram at the board is indeed an alternative, a turning from oral analysis to graphic analysis.

I have always used the old Reed-Kellogg system because I know it well, and because it serves my purpose. I inform my students of other systems, but I require them to master the Reed-Kellogg. Its limitations are easily explained. The objection that it destroys the horizontal order of sentence elements can be turned in its favor. For through dislocation of modifiers it does indicate functions and relationships clearly. In fact, the diagrams of very long and complicated sentences often take on an aesthetic dimension that I always demonstrate. I have prepared on graph paper an enlarged diagram of a portion of the Episcopal Liturgy that makes this point rather well. And I have lately come into possession of the diagram of one of the longest of Proust's sentences in poster form.*

However, any such system** should serve the purpose of analysis and,

*"The Longest Sentence: 958 Words from 'Cities of the Plain.'" Silverprints, 9015 Wilshire Blvd., Suite 102, Beverly Hills, CA, 90211.

**I call my students' attention to the system of self-contained "frames," or boxes that also isolates sentence elements. An interesting version of this can be found in Herbert Slusser's *A Modern College Rhetoric*. In this system, the entire sentence is framed to indicate the structural completeness of most sentences. It is an attractive diagram, but very cumbersome. It is illustrated in Appendix D-2.

particularly for some LD students, it constitutes a visual and graphic alternative to mental and oral analysis.

(10) I maintain a master notebook of diagrams for all the sentence exercises in our text. I use it constantly in the classroom, constantly correcting it, and turning it over to groups of students working on problems at their seats. When I last asked a class for ideas for improving this practice, they suggested that a copy of this might be placed on Reserve at the library. I don't think I'll copy the whole notebook for the purpose, but I do intend to provide selected diagrams of typical and difficult problems for each exercise.

(11) Regarding tests. With the LD student in mind, I have found it rewarding to provide explicit statements and lists of what each test covers. Occasionally, I offer a "pretest" on the material to prepare students for the official one, particularly for the final examination. For the first two tests of the quarter, I often provide and alternate test for those receiving a D or and E. Also, I try to circulate copies of test answers, particularly after we begin diagramming sentences.

I always find it interesting and instructive to examine my colleagues' examinations. Often we consult with one another when putting a test together. With this in mind, I have included samples of my tests for this course in Appendix E.

(12) The LD student invariably requires more time than other students to finish tests. They should know before they start, indeed before they begin preparing for it, that they will have the time to finish at their particular pace. This is another "alternative modality" I discovered I was already using. I had long since stopped placing a premium on finishing my tests in fifty minutes. My classes know that they can count on as much as an extra half hour, if they can find it after class. Those who cannot are usually allowed to turn the test in by a specified time later in the day. I do this to prevent anyone panicking at a quarter of the hour and thus throwing away the final portion of their final.

(13) Other alternatives for the LD for whom timed writing of any kind is frustrating are the wholly oral examination, the use of a second (authorized) person to write answers, or to diagram problem sentences by dictation. So far, I have not yet had occasion to use any of these in the grammar course, but I see no difficulty for myself in the likelihood.

(14) Regarding texts. At this writing, the basic text for this course is still R.W. Pence and D.W. Emery, *A Grammar of Present-Day English*, Second Edition, 1963. This is a much more liberalized grammar, and not nearly so pontifical in tone as the enduring House and Harmon, *Descriptive English Grammar*. Except for a few instances, the presentations are clear and simple. It provides a great number of sample sentences, which is one of its virtues as a working textbook. However, the sentences provided are not seriously, or consistently, selected to demonstrate a

chapter's concerns; nor do the editors avoid the intrusion in nearly all exercises of features to be studied later. The virtues of the present arrangement are (a) that the sentences are arranged according to simple length, the later examples in any exercise raising questions associated with their sheer complexity, and (b) that they are normal, idiomatic, published sentences, nor artificially contrived to demonstrate some particular grammatical feature. Even so, students at all levels of competence could profit from a more controlled selection of such real sentences to bring up instances of the particular features under study.

Some student suggestions have been to recommend that such change be incorporated in a revision of the text; to do it myself and offer it to the editors; to find another text with as many sentences but more carefully selected for analysis.

This text is being taped by our Handicapped Student Service on campus. It will be available in our growing library of taped textbooks and other literature for the learning disabled.

(15) A final note on textbooks. Those of us who are seriously concerned about the learning disabled would do well to select all our texts with these students in mind. This can only result in better text selection for all our students. For some of us this will mean a desirable tightening of our demands upon, and of the quality of our evaluation of, particular texts. For one thing, our texts should all be recorded on tape for those students for whom an accelerated oral version* will compensate for certain reading impairments. Taping can be done locally (we have a growing recording service for our LDs) or by national or regional agencies like Recording for the Blind, Inc., of New York City, or the Washington State Regional Library for the Blind, in Seattle.**

Taping takes time. Each book must be read word for word by a reader using, preferably, professional equipment in order that each tape can be used as a master. This being the case, we should select texts with such care that we can reduce the frequency with which some of us now replace them. And we should submit our texts for taping far enough in advance to have them available by class time. This is trouble, but it's worth it.

There are obvious, but, nonetheless, very important, features we could give more attention to in evaluating any new text. We could examine it more critically than usual for organization and format. We could examine for its progression from elementary to complex, if that is important. We could check for the presence of final chapter summaries, for generous use of subheadings, and for the effective use of graphics in complementing the text. We could demand really functional glossaries and indexes and appendixes, testing them for relevance and usefulness.

*The Speech/Time Compressor accelerates the reading, increasing the speed of reception/comprehension.

**See Appendix F.

Enough of that. There are many features we could insist on that would make a new text more readable and more instructive for students and more teachable for us. I suppose I am speaking for myself. But I doubt I am the only one who has discovered midquarter that I should have examined a new text more critically than I did. This matter is pursued a little further in Appendix F.

V. SOME FINAL OBSERVATIONS

Most of us surely came to the HELDS project in relative ignorance of the world of learning disabilities. And all of us have seen our ignorance dissolve rather rapidly into faltering understanding. To speak only for myself, I come away from this brief period of awakening moved, humbled, informed, and with a number of misgivings. I have misgivings about the ambiguity still characterizing the criteria for distinguishing the LD student from other students who manifest similar performance for different reasons. The line between what teachers have traditionally labeled the "slow" or the "unmotivated" or the "poor" student and those whose behavior and performance are caused by some invisible learning disability has grown very dim for me. I have begun to wonder if there *is* such a thing as a "poor" student who is not afflicted with some known or unrecognized learning disability. There is at least one pretty dependable answer to this. I have learned that the learning disabled students we are so far seeing are consistently "motivated," that these students are survivors. I am impressed with the fact that they have come this far, often through desperate, private self-analysis. In many cases individuals have had to persist in their private belief that they were not mentally defective. In most cases they have had to discover on their own various compensatory survival techniques along the way. These strivers surely deserve not so much "breaks" or "favors" as they do respect and genuine consideration.

I have misgivings about my present ability to detect, to gain the confidence of, and to aid the learning disabled student in my classes, many of whom have learned that disclosure is painful. When students announce their disability and say they have had professional help with it, I am relieved, comfortable. What I find most painful is to suggest to students that they may have an impairment. My most open experience with an admitted LD to date (It occurred just before my HELDS experience started) was with a woman in the grammar class (a registered nurse) who had trouble finishing tests on time; her handwriting was irregular, and she had trouble making diagonals and verticals meet horizontal lines in diagramming. On another level, she had consistent trouble in distinguishing the relationships between modifiers and other sentence elements. She spoke openly of her difficulties *after* I expressed

my interest in her problems. As a nurse she had had much trouble with Latin and Greek terminology. My point is that it was her openness, not mine, that enabled me to broach the subject of learning disability about which I knew at the time hardly more than the name. We talked frankly, and I spent a lot of time coaching her privately — not with much success, I felt, although she did pass the course.

Another of my misgivings. Since so many of the LD's problems have to do with reading and writing — with responses to and the use of language — I foresee the inevitable and particular involvement of all English teachers and departments on all levels. Not only do we all need the kind of information and, particularly, the sensitizing my HELDS colleagues and I have recently received, but I am particularly anxious about what we in English can *do* for our LD students in the writing and literature classes. A problem of similar profundity faces the teacher of foreign languages. Some LDs are simply deprived of the awareness of verbal subtlety, of wit and humor, of verbal irony, spoken or written. Many will remain, I suppose, locked away from the play of figurative language. How then can poetry become meaningful for them, let alone a pleasure? Any writing that is figurative? This is not a problem that can be solved by providing auditory experiences of the literature through tapes. It is a matter of how they read, of how they perceive the working of words. In writing classes, I can see more light through the use of taped texts and in the use of the tape recorder instead of the pencil or the typewriter. Both of these are difficult to use for some, not for others. But even with the tape recorder, the spoken essay must eventually be given typed and edited form, which will necessitate the services of another person or agency. Possible answers to these particular misgivings apparently lie in funding experimental classes in literature and in writing, whether for LDs alone or in groups. The need for such "spin-off" investigations following our HELDS experience is apparent to us all. We are talking about it, and I hope to see some interesting experimental programs coming to light. The English Department here already has two graduate assistants, each assigned to remedial courses, who are working with a small group of known and enthusiastic LDs to *discover* ways these bright but hampered young people can learn to cope with the demands of the regular composition program. They are all literally starting from "scratch."

The HELDS participants also understood from the start that they would become missionaries within their own departments. Still speaking of misgivings, I am anxious about my ability to convince my colleagues in the department that this program is not one more attack on their "values." At a time when we, particularly, are only now recovering from the pressure during the 1960s and early 1970s to relax standards and confess our "elitist" values; at a time when we are daring to demand more of students in writing and literature courses than autobiographical maundering and mindless "rapping," the very concept of the honorific "learning disability" is already seen by some as a euphemism for a

degree of inadequacy they are in no mood to rationalize. They are not, to say the least, a sympathetic audience.

There is a sense among the HELDS group of being, or having to be, "born again." I think we all share some degree of this. It is my impression that we all were unnerved to discover that our new awareness inevitably required that we examine our own classroom performance critically, to see ourselves as students see us and be willing to accept critism. This is nothing new to the public school teacher. It definitely is to the college teacher. The new term, "alternative modalities," meant changes, adjustments and reevaluations of our often cherished (but seldom critically evaluated) classroom behavior to enable us to get through more effectively to the LD student. It is going to be difficult to convince an established, legitimately (?) self-satisfied professor of literature or of writing even to consider the possibility that he might *need* to be born again for *that* purpose. This hurdle is still before us in our departments.

APPENDICES

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APPENDIX A

Criterion and Behavioral Checklist for Adults with Specific Learning Disabilities

1. Short attention span.

2. Restlessness.

3. Distractability. (The student seems especially sensitive to sounds or visual stimuli and has difficulty ignoring them while studying.)

4. Poor motor coordination. (This may be seen as clumsiness.)

5. Impulsivity. (Responding without thinking.)

6. Perseveration. (The student tends to do or say things over and over. Mechanism that says "finished" does not work well.)

7. Handwriting is poor. (Letters will not be well formed, spacing between words and letters will be inconsistent, writing will have an extreme up or down slant on unlined page.)

8. Spelling is consistently inconsistent.

9. Inaccurate copying. (The student has difficulty copying things from the chalkboard and from textbooks; for instance, math problems may be off by one or two numbers that have been copied incorrectly or out of sequence.)

10. Can express self well orally but fails badly when doing so in writing. In a few cases the reverse is true.

11. Frequently misunderstands what someone is saying. (For instance, a student may say, "What?", and then may or may not answer appropriately before someone has a chance to repeat what was said previously.)

12. Marked discrepancy between what student is able to understand when listening or reading.

13. Has trouble with variant word meanings and figurative language.

14. Has problems structuring (organizing) time -- The person is frequently late to class and appointments; seems to have no "sense of how long a "few minutes" is opposed to an hour; has trouble pacing self during tests.

15. Has problems structuring (organizing) space -- The student may have difficulty concentrating on work when in a large, open area -- even when it's quiet; may over or under-reach when trying to put something on a shelf (depth perception).

16. Has difficulty spacing an assignment on a page, e.g., math problems are crowded together.

17. Thoughts -- ideas wander and/or are incomplete in spoken and written language. Student may also have difficulty sequencing ideas.

18. Sounds -- A student's hearing acuity may be excellent, but when his brain processes the sounds used in words, the sequence of sounds may be out of order: e.g., the student hears "aminal" instead of "animal" and may say and/or write the "aminal."

19. Visual selectivity -- May have 20/20 vision but when brain processes visual information, e.g., pictures, graphs, words, numbers, student may be unable to focus visual attention selectively; in other words, everything from a flyspeck to a key word in a title has equal claim on attention.

20. Word retrieval problems -- the student has difficulty recalling words that have been learned.

21. Misunderstands non-verbal information, such as facial expressions or gestures.

22. Very slow worker -- but may be extremely accurate.

23. Very fast worker -- but makes many errors and tends to leave out items.

24. Visual images -- Has 20/20 vision but may see things out of sequence, e.g., "frist" for "first," "961" for "691." Or, a student may see words or letters as if they are turned around or upside down: e.g., "cug" for "cup," or "dub" for "bud," or "9" for "L" for "7," etc.

25. Makes literal interpretations. You will have to have them give you feedback on verbal directions, etc.

26. Judges books by their thickness because of frustration when learning to read.

27. Has mixed dominance: e.g., student may be right handed and left eyed.

28. Moodiness -- Quick tempered, frustration.

29. Cannot look people in the eyes and feels uncomfortable when talking to others.

30. Has trouble answering yes or no to questions.

Students with specific learning disabilities which affect their performance in math generally fall into two groups:

1. Those students whose language processing (input and output) and/or reading abilities are impaired. These students will have great difficulty doing word problems; however, if the problems are read to them, they will be able to do them.

2. Those students whose abilities necessary to do quantitative thinking are impaired. These students often have one or more problems such as the following:

A. Difficulty in visual-spatial organization and in integrating nonverbal material. For example, a student with this kind of problem will have trouble estimating distances, distinguishing differences in amounts, sizes, shapes, and lengths. Student may also have trouble looking at groups of objects and telling what contains the greater amount. This student frequently has trouble organizing and sequencing material meaningfully on a page.

B. Difficulty in integrating kinesthetic processes. For example, a student will be inaccurate in copying problems from a textbook or chalkboard onto a piece of paper. The numbers may be out of sequence or the wrong numbers (e.g., copying "6" for "5"). Problems may be out of alignment on the paper. Graph paper is a must for them.

C. Difficulty in visually processing information. Numbers will be misperceived: "6" and "9," "3" and "8" and "9" are often confused. The student may also have trouble revisualizing. i.e., calling up the visual memory of what a number looks like or how a problem should be laid out on a page.

D. Poor sense of time and direction. Usually, students in the second group have the auditory and/or kinesethic as their strongest learning channels. They need to use manipulative materials accompanied by oral explanations from the instructor. They often need to have many experiences with concrete materials before they can move on successfully to the abstract and symbolic level of numbers.

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APPENDIX B

English 320, Approaches to Grammar

Terminology

Here is a list of basic terminology based on the Pence and Emery text. Be able to define and illustrate them by the end of the term.

grammar
morphology
syntax
phonology
diagramming
parts of speech
NOUN, substantive
common noun
proper noun
abstract noun
concrete noun
collective noun
number
gender
case
PRONOUN
personal pronoun
possessive pronoun
relative pronoun
demonstrative pronoun
indefinite pronoun
VERB
verb phrase
principal verb
auxiliary verb
finite verb
non finite verb
transitive verb
active voice
passive voice
linking verb
inflection
conjugation
mood
person
VERBAL
participle
infinitive
gerund
ADJECTIVE
descriptive adjective
definitive adjective
demonstrative adjective
indefinite adjective
cardinal adjective
ordinal adjective
comparison
definite, indefinite article
ADVERB
interrogative adverb
relative adverb
indefinite relative adverb
correlative adverb
transitional, conjunctive, adverb
comparison
CONJUNCTION
coordinating conjunction
subordinating conjunction
correlative conjunction
PREPOSITION, simple, phrasal
SENTENCE
simple sentence
compound sentence
complex sentence
kernel sentence
rhetorical sentences
subject
predicate
predication
complement

tense
direct object
indirect object
objective complement
subjective complement
double object
retained object
CLAUSE
main clause
subordinate clause
noun clause
adjective clause
adverbial clause
infinitive clause
functional connective
PHRASE
prepositional phrase
noun phrase
adverb
complementary infinitive

ADDITIONAL TERMS:

Comparison
  Analytic
  Synthetic
Gender
  grammatical
  natural
mutation plural
modal auxiliary

APPENDIX C

Typical Library Reserve List for the Course

Margaret Bryant, *A Functional English Grammar*. D.C. Heath, 1959.

David A. Conlin, *A Grammar for Written English*. Houghton Mifflin, 1961.

Jack E. Connor, *A Grammar of Standard English*. Houghton Mifflin, 1968.

George Curme, *Principles and Practice of English Grammar*. Barnes and Noble, 1955.

Karl Dykema, "Where Our Grammar Came From," *College English*, April, 1961. Reprinted in Harold Allen (ed), *Readings in Appied English Linguistics.*

Jewell A. Friend, *Traditional Grammar, A Short Summary.* Revised Edition. Southern Illinois University Press, 1976.

Charles Fries, *American English Grammar,* National Council of Teachers of English, 1940.

Julius N. Hook and E.G. Matthews, *Modern American Grammar and Usage.* Ronald Press, 1956.

Homer House and Susan Harman, *Descriptive English Grammar.* Second Edition. Prentice-Hall, 1950.

Otto Jesperson, *Essentials of English Grammar.* Holt, Rinehart, Winston, 1933.

John Clark Jordan, *A Grammar for Heretics.* Rinehart, 1949.

John Clark Jordan, *Making Sense of Grammar. (A Grammar for Heretics* reedited by J.R. LeMaster) Teachers College Press, Teachers College, Columbia University, 1980.

Lyda E. LaPalombara, *An Introduction to Grammar, Traditional, Structural, Transformational.* Winthrop Publishers, Inc., 1976.

R.W. Pence and D.W. Emery, *A Grammar of Present-Day English,* Macmillan, 1963.

Robert Pooley, *Teaching English Usage.* National Council of Teachers of English, 1946.

Randolph Quirk and Sidney Greenbaum, *A Concise Grammar of Contemporary English.* Harcourt Brace Jovanovich, Inc., 1978.

Paul Roberts, *Patterns of English.* Harcourt Brace, 1956.

Paul Roberts, *English Sentences.* Harcourt Brace, 1962.

Paul Roberts, *English Syntax.* Harcourt Brace, 1964.

John R. Searles, *Structural and Traditional Grammar: Some Uses and Limitations.* Wisconsin State Council of Teachers of English, Wisconsin State University, 1965.

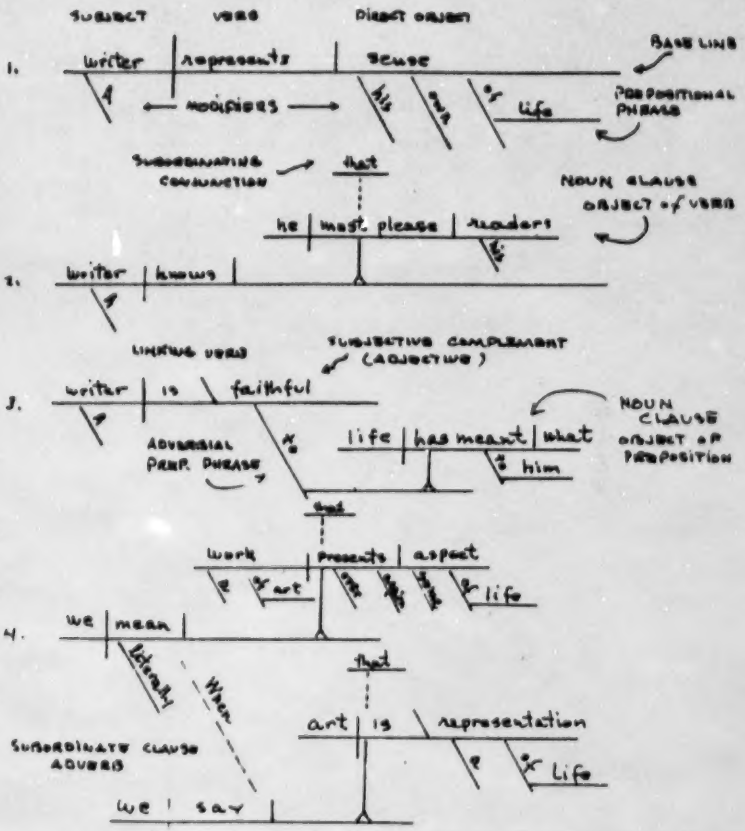
James Sledd, *A Short Introduction to English Grammar,* Scott Foresman, 1959.

Constance Weaver, *Grammar For Teachers: Perspectives and Definitions,* National Council of Teachers of English, 1979.

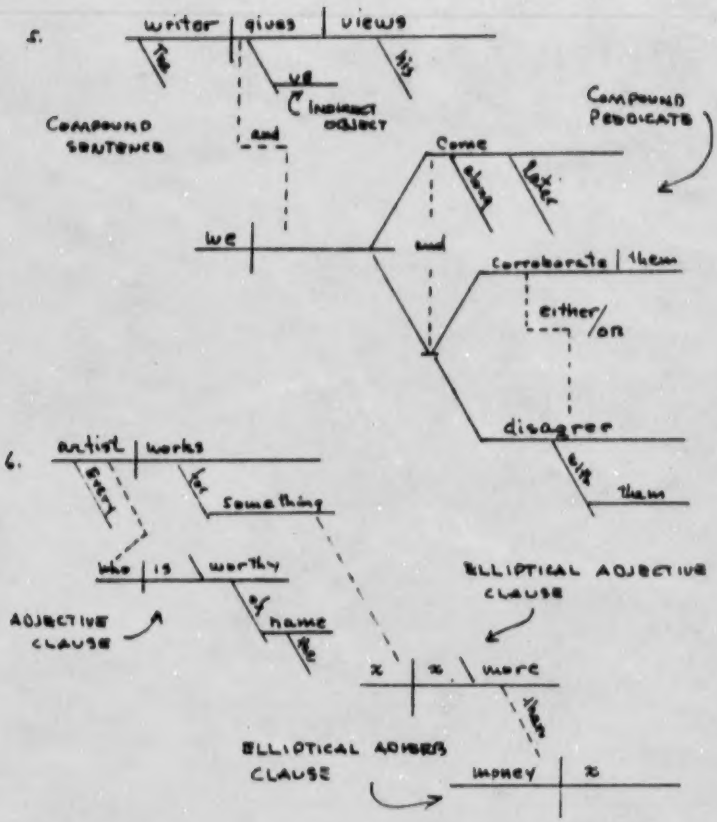
Kenneth Wilson "English Grammars and the Grammar of English." From front matter of Funk & Wagnalls *Standard College Dictionary* (text edition), Harcourt Brace & World, 1963. Printed as *Teacher's Notebook in English,* Harcourt Brace & World, 1964.

APPENDIX D-1

REED + KELLOGG DIAGRAMMING



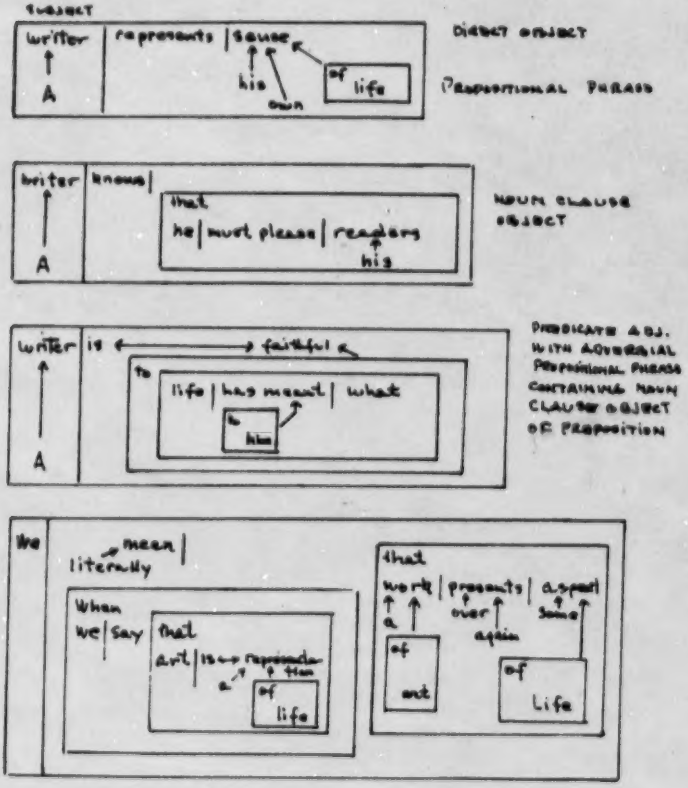
(Model sentences from Herbert Slusser. A Modern College Rhetoric [out of print]


5.
writer | gives | views
the
us
his
INDIRECT OBJECT
COMPOUND SENTENCE
and
COMPOUND PREDICATE
come
along
later
we
and
corroborate | them
either/or
disagree
6.
artist | works
every
for
something
who | is | worthy
ADJECTIVE CLAUSE
of
name
the
ELLIPTICAL ADJECTIVE CLAUSE
x | x | more
than
ELLIPTICAL ADVERB CLAUSE
money | x

31

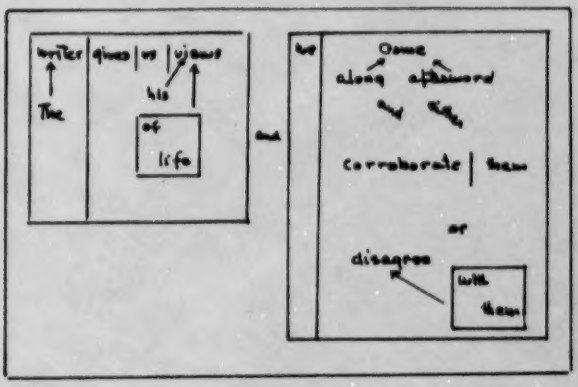
APPENDIX D-2

BOX, OR NESTING, PRINCIPLE OF DIAGRAMMING*



*After Herbert Slusser: A MODERN COLLEGE RHETORIC [out of print]

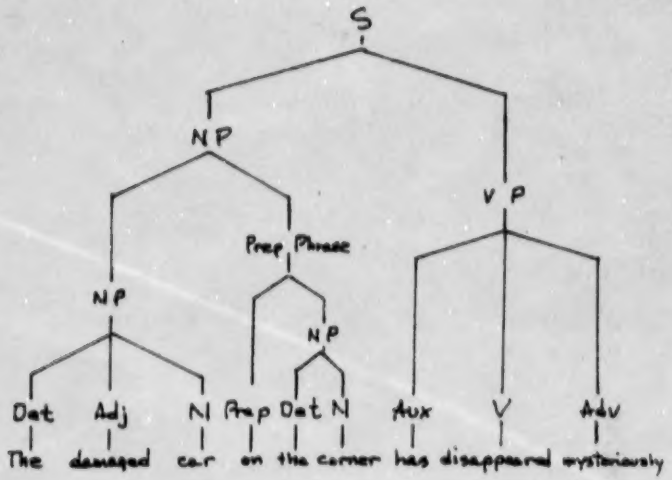
32



Enclosing the whole sentence within a box objectifies its grammatical completeness. To show the binary nature of the sentence, the largest box is divided once perpendicularly, creating the "world" or "area" of the subject and that of the predicate. Inside these areas the main elements, the simple subject, simple verb and its objects or complements, are horizontal. Modifiers, also horizontal, are connected by arrows to elements they modify. Phrases and dependent clauses appear in boxes; phrases within clauses are also boxed. A perpendicular line separates a verb from its object(s). A short horizontal line arrowed at both ends separates linking verbs from their predicate nouns or predicate adjectives.

APPENDIX D-3

TREE SYSTEM DIAGRAM



S - Sentence
NP - Noun Phrase
VP - Verb Phrase
Det - Determiner
Aux - Auxiliary
V - Verb
Etc...

APPENDIX E

A Sample Test Sequence for the English Grammar Course

TEST I. English 320
Summer 1980

I. (20 points)

Discuss the inadequacies of the well-known definition of the sentence as "a group of words that expresses a complete thought." Indicate what features you think a definition of the sentence should include.

II. (20 points)

Distinguish between "the" grammar of a language and "a" grammar, OR between "descriptive" and "prescriptive" grammar.

III. (20 points)

For each of the following parts of speech provide at least *two* different definitions (i.e., according to *meaning, form,* or *function)*:

a. noun b. verb c. adjective d. adverb

IV. (20 points)

Define the following succinctly, providing *two* examples of each:

a. subject b. predicate c. modifier d. clause e. phrase

V. (20 points)

In the following sentences find two examples each of:

adverb adjective prepositional phrase complex sentence pronoun

a. She adjourned the committee meeting hurriedly.
b. The child who finds the red egg wins the wagon.
c. He suddenly felt awkward in the presence of the staring newcomer.
d. I don't know where she goes on those days.
e. James appeared depressed when he left the team.

Answers to V here:

Adverb: _____

Adjective _____

Prepositional Phrase: _____

_____

Complex Sentence: (use numbers): _____

Pronoun: _____

English 320
TEST II materials

Define or illustrate or identify the following:

Transitive and Intransitive verbs
Verb in Active or Passive Voice

* Linking Verb
* Direct Object
* Indirect Object
* Objective Complement
* Subjective Complement Predicate Noun or Predicate Adjective)
* Retained Object
* Participle
* Gerund
* Infinitive
* Complementary Infinitive
* Infinitive Clause

Assigned diagrams, pp. 370-387
Be able to diagram asterisked elements

English 320
TEST II

I.

Each of the elements in List A occurs in the sentences in List B. Identify each italicized word and phrase in List B by writing the letter of the element that identifies it in the appropriate blank:

List A

a. direct object
b. object of a preposition
c. predicate and adjective
d. prepositional phrase
e. double object
f. objective complement
g. indirect object
h. retained object
i. verb in passive voice
j. predicate noun

List B

1. Has he read the *article* _____
2. I gave *him*? _____
3. It is a *monument* _____
4. to treachery. _____
5. The report *was received* with no enthusiasm. _____
6. The cat had died during the *night*. _____
7. She was taught *karate* at an early age. _____
8. My mother urged me *to respect my elders*. _____
9. To protest the extinction of species is *fruitless*. _____
10. The reporter asked *the Senator a serious question*. _____

II.

Provide *concise* explanations of the following, with three illustrations for each:

1. intransitive verb
2. passive verb
3. linking verb
4. prepositional phrase
5. gerund

III.

Diagram the following sentences. Use plenty of space so that no part of the diagram need be cramped. Explain any part of the diagram that you think needs defense or further clarification:

1. She waited for him to make the telephone call.
2. I know where to buy the plane tickets.
3. Cartiers' is not the place to quibble about prices
4. I would enjoy living on the Oregon Coast.
5. The government was cautious about granting that loan to Chrysler Corporation.
6. Sensing his danger, he swerved the stricken car to one side.
7. You ought to make some excuse to your host and go to your family.
8. It will become more and more difficult to afford a decent house.
9. My loving sister taught me the tango in a hurry.
10. Becoming serious for a moment, Father added a final word of warning.

English 320
TEST III Specifics

Adjective defined
Adjectival Modifiers: word, phrase, clause
Attribute, Appositive and Predicate adjective
Coordinate and Accumulating adjectives
Other parts of speech as adjective
Adjective as other parts of speech
Comparison

Adverb defined
Forms of: -ly, flat
Comparison
Adverbial modifiers: word, phrase, clause
Interrogative
Relative: Definite and Indefinite
Correlative
Transitional
Independent, Absolute
Adverbial Noun

Preposition defined
Phrasal preposition
Object of
Prepositional Phrase
Functions of prepositional phrase

Conjunction defined
Coordinating
Subordinating
Correlative

Functional Connectives:
Definite and Indefinite Relative Pronoun
Definite and Indefinite Relative Adjective
Definite and Indefinite Relative Adverb
Interrogative Pronoun (construe as relative pronoun)
Interrogative Adverb

English 320
TEST III, Summer 1980

Definitions: Be succinct and use examples that are consistently appropriate.

a-b Define both adjective and adverb according to at least two of the three criteria: function, form, meaning.

c-d Define preposition and conjunction so as to distinguish adequately between them as joining words.

e Define and give three illustrations for three of the functional connectives (excluding correlatives).

f Define the correlative adverb and provide three illustrations.

g-h Define and provide three examples each for the coordinating and the subordinating conjunction.

II.

Briefly explain and give three examples of the following. Use in sentences when necessary.

a. adjective in appositive position

b. transitional adverb

c. noun preceded by (at least) three accumulative adjectives

d. adverbial noun

e. adverb in both -ly and *flat* form

f. noun used as an adjective

g. phrasal, or conglomerate, preposition

h. adverbial prepositional phrase

i. the prepositional phrase *down in the mouth* as a predicate adjective

j. adjective used as a noun

Take home portion of Test III
III. Diagram 10 of the following sentences. Name each of the connective words.

a. Johnson is a pilot whom everybody respects.

b. He is the only mechanic who was not at fault.

c. Unless she can come with me I won't go with you.

d. You rush right out of here when the bell rings.

e. I wonder what he will do.

f. This is the reason why you failed.

g. Uneasy lies the head that wears a crown.

h. Whatever is is right.

i. I remember the house where I was born.

j. Have you read the book I gave you?

k. Harry is a man whose conscience bothers him.

PRETEST IV ENGLISH 320 Summer, 1980

Directions: You have three things to do here:

a. Diagram each sentence carefully using plenty of space

b. Indicate for each sentence the kind of subordinate clause(s) it may contain. Example: *noun clause object of preposition, noun clause direct object, adjective clause, adverb clause, etc.*

c. Name for each sentence the connecting element between subordinate and independent (main) clause. Example: *Subordinating conjunction, definite relative adverb, indefinite relative pronoun,* etc.

1. The question we wish to raise is one of fair play.
2. He discovered that all is not gold that glitters.
3. While vacationing in Florence, she become so interested in architecture that she decided to finish work on her degree.
4. There was a time when this class topped the whole list.
5. We must make up our minds about what price we are willing to pay for war.
6. I do not know whence he came nor whither he went.
7. We cannot hold our parents responsible for conditions they did not create.
8. Harrison is a man whose politics are questionable.
9. She was afraid to ask who he might be.
10. We are certain that the other students will follow your advice.
11. Since you insist upon a particular brand, I can't help you out this time.
12. I think I gave him what he wanted most of all.
13. Until there is a marked rise in the tone and standards of our public life, this bad practice will continue.

14. That we have come so far unscathed does not justify us in relaxing our vigilance.
15. I confess to a blunder for which there is no adequate excuse.

TEST IV Winter 1980

Directions:

Diagram the following complex sentences.
Identify all clauses by function (noun, adjective, adverb).
Identify all relatives by name.

Example:

She apparently does not know what she wants.
"What she wants" is a noun clause object of verb "know."
"What" is an indefinite relative pronoun, subject in its clause.

He laughed so hard with the whooping cough that he laughed his head and his tail right off.

They indicted him although they knew he was innocent.

They have made a museum of the ship on which the peace agreement was signed.

I am sorry that he must be punished so severely.

This is the wreck that the company wants to hire you to examine.

The more money he gave him the more he needed.

When I said that I would die a bachelor, I did not think I should live till I married.

You made me what I am today.

We know now that swoofly Magus, who girked a whomful slume, had ten urfish pronks in his cuddleflim.

He was not told what course would be best.

Classes are harder these days than they were in my time.

The answer was that we have no way of knowing what to do next.

This is the day for whose coming we have patiently waited.

I am afraid that wrong will prevail.

Study materials for final examination in English 320:

You will be asked to define and illustrate a selection of the following:

inflection
grammatical/natural gender
mutation plural
definite/indifinite relative
attributive/appositive/predicate positions of adjective
analytic/synthetic comparison
finite/non-finite verbs
ablaut, or gradation
strong/weak verbs
principal parts of verbs
transitive/intranisitive verbs
full (principal)/auxiliary verbs
active/passive voice
indicative/imperative/subjunctive mood
conjunctive adverb (transitional)
preposition/conjunction
subordinating/coordinating conjunction
verbals (gerund, infinitive, participle)
abstract/concrete/collective noun
group genitive
double/phrasal genitive

Sentences to be diagrammed will all be modeled upon those used in the Appendix (Diagramming) to the Pence and Emery text. A careful review of that section is strongly advised.

A third section will ask you to identify sentence elements in the list of sentences you have diagrammed.

The final examination is scheduled for Tuesday, 17 March, from 8:00 to 10:00 a.m.

PRE-TEST

1. The quicker you give me the answers the sooner you can go home.
2. The Ayatollah said if we return the Shah, then he would release the hostages.
3. There goes a living memory, looking as if he were forgotten.
4. Her strangely contradictory yearning was to spend her life in the mountains and to travel on foot around the world.
5. He looked as if he had seen a ghost.
6. Make yourself an honest man, and then you may be sure that there is one less rascal in the world.
7. I have heard Pavarotti sing "Una Furtiva Lagrima."
8. He wakes himself up by grinding his teeth.
9. He had the nerve to ask me to lend him ten dollars.
10. He is not the man I thought I was voting for.

1. objective complement in a compound sentence
2. reflexive pronoun as direct object
3. adverbial clause modifying an intransitive verb in past tense
4. compound subjective complements
5. noun clause direct object
6. adverbial noun
7. unexpressed subordinating conjunction introd noun clause direct object
8. present participle modifying subject
9. gerund phrase as subject
10. gerund as object of preposition
11. compound complex sentence
12. proper noun subject of infinitive clause
13. noun showing mutation plural object of gerund
14. infinitive phrase modifying direct object
15. noun clause direct object in an adjective clause
16. adjective clause modifying predicate adjective
17. adverb clause modifying predicate adjective
18. infinitive phrase as subjective complement
19. unexpressed def relative pronoun with pred noun as antecedent
20. correlative subordinating conjunctions

Final Examination
English 320 Fall, 1979

I. For *fifteen* of the following provide as clear a description as you can of each, and (b) provide *three* examples of each:

inflection
grammatical/natural gender
mutation plural
definite/indefinite relative
attributive/appositive/predicate positions of adjective
analytic/synthetic comparison
finite/non-finite verbs
ablaut, gradation
strong/weak verbs
transitive/intransitive verbs
full (principal)/auxiliary verbs
modal auxiliaries
active/passive voice
indicative/imperative/subjunctive mood
primary/flat adverbs
conjunctive adverb (transitional)
preposition/conjunction
subordinating conjunction
functional relative
verbals
get/be passive
abstract/concrete noun
group genitive

II. Diagram *fifteen* of the following sentences. Work neatly and leave sufficient space so that no crowding occurs. (Or, to put it bluntly, don't hand me your first drafts or work sheets.)

1. The quicker you give me the answers, the sooner you can go home.
2. The Ayatollah says if we return the Shah, then he will release the hostages.
3. He found the answer to a very difficult problem, the solving of which brought him immediate fame and immense wealth.
4. Feel free to drop in whenever you're ready.
5. The source of the flickering light was a lightning bug caught on a revolving fireworks wheel.
6. The attorneys must decide where to hold the preliminary hearing.

7. There goes a living memory looking as if he were forgotten.
8. More Americans ought to study foreign languages.
9. Dick and Jane and their Dog, Spot, sent me a desperate invitation to rescue them from oblivion.
10. Publius' grandfather was the one who was decorated by that general whose legion first crossed the Vistula.
11. I saw him bury the bone under that big rock behind the barn.
12. The war made Johnson a patriot and hero.
13. When Dorothy arrived at the celebration, the Wizard said pompously, "That is a horse of a different color."
14. She returned entirely too soon for us to erase the boards completely.
15. Her strangely contradictory yearning was to spend her life in the mountains, and to travel on foot around the world.
16. I'd rather fight than switch.
17. He looked as if he had seen a ghost.
18. He enjoyed opening revolving accounts wherever she went.
19. Unless I receive orders to the contrary, I shall take the boys hiking tomorrow.
20. We found an old hotel that still serves its patrons homemade sausage for breakfast.
21. I asked him to help me with the fencing tomorrow, but he said he was attending a fencing match instead.

III Copy here examples of the following in the sentences for diagramming. Provide sentence numbers.

1. adverbial noun: _____
2. a definite relative *that*: _____
3. gerund as subject: _____
4. present participle modifying object of preposition: _____
5. infinitive phrase modifying a direct object: _____
6. proper noun as possessive adjective: _____
7. definite relative adjective modifying subject: _____
8. compound objective complement: _____
9. infinitive clause object of preposition: _____
10. gerund as adverbial noun: _____

APPENDIX F.

Textbook Selection

Students who use a taped text often are provided with a so-called Speech/Time Compressor, which accelerates the speed at which words are heard with minimal distortion of the reading voice. Reading impaired students can become quite skillful with these devices. There is also a Reading Machine in existence (very expensive, I understand) that converts *printed* material into spoken synthetic English. I've not yet seen one of these. The Kurzweil Reading Machine (KRM) is described in some detail in the November, 1980 *The Reading Teacher*, page 159. Information may be obtained from the Reading Machine Department, Kurzweil Computer Products Inc., 33 Cambridge Parkway, Cambridge, Massachusetts, 02142.

Recording for the Blind, Inc., 215 East 58th Street, New York, N.Y., 10022, tapes textbooks. They have a 45,000 volume library of recordings and will record textbooks they do not hold for blind or otherwise print impaired students. Recordings must be requested in the name of particular students.

The National Library Service for the Blind and Physically Handicapped is a function of the Library of Congress, Washington, D.C., 20542. It supplies free recorded books and listening equipment to medically certified individuals. Their library consists of fiction and non-fiction.

Our campus makes use of the excellent services of the Washington State Regional Library for the Blind and Physically Handicapped, 811 Harrison Street, Seattle, Washington, 98129. Their taping takes time, but it is of consistently professional quality.

I would like to see this service provided locally on all campuses. It should not be difficult to gather a group of students and faculty (readers! with good voices and enunciation) who would be willing to volunteer a certain amount of time taping texts. The requisite equipment is present on most campuses. Or the purchase of it could be justified. Of course, such a project might well be fundable, as our HELDS project of the last two years was. It could definitely be justified as providing "equal academic access" for the learning disabled under Section 504 of the Rehabilitation Act of 1973. This would be a way for individual programs to develop independently of existing recording agencies and at their own rate. It's worth thinking about.

BIBLIOGRAPHY

I.

These two pamphlets from the GPO are excellent introductions for those still new to the problems of the learning disabled:

Lynn Smith, *The College Student With a Disability: A Faculty Handbook.* The President's Committee on Employment of the Handicapped. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Learning Disability: Not Just a Problem Children Outgrow. The President's Committee on Employment of the Handicapped. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

II.

Here are a few other useful studies for starters:

Dale Brown, *Learning Disabilities.* ERIC Clearinghouse on Handicapped and Gifted Children. 1980.

Dale Brown, *Counseling and Accommodating the Student with Learning Disabilities.* Office of Communications. President's Committee on Employment of the Handicapped. Washington, D.C. 20210

Dale Brown, *Postsecondary Options for Learning Disabled Students.* ERIC Clearinghouse on Handicapped and Gifted Children.

Michael S. Kahn. "Learning Problems of the Secondary and Junior College Learning Disabled Student," *Journal of Learning Disabilities,* (October 1980)

Olive Mears, "Figure/ground, Brightness, Contrast and Reading Disabilities," *Visible Language,* Volume XIV, Number 1 (1980)

III.

Interest in learning disabilities is growing. Here is a sampling of recent articles on learning disabilities and the elementary school from a single source, *The Reading Teacher:*

Francis E. McCarthy, "Remedial Reading and Learning Disabilities in Battle." In "Commentary," *The Reading Teacher,* February, 1978.

Michael Ritty, "Assessing and Alleviating Visual Problems in the Schools," *The Reading Teacher,* April, 1979.

Catherine Dreby, "Vision" Problems and Reading Disability: A Dilemma for the Reading Specialist," *The Reading Teacher,* April, 1979.

Lois Sauer Degler and Victoria J. Risko, "Teaching Reading to Mainstreamed Sensory Impaired Children," *The Reading Teacher,* May, 1979.

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"U.S. National Joint Committee on Learning Disabilities Urges Revised Definition of LD." In "Commentary," *The Reading Teacher*, November, 1981.

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